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ABSTRACT

This paper gives a brief outline of the Third Annual Paraeducator Conference. Papers include: "How to Stop Problematic Behaviors" (H. K. Reavis); "Using Incentives with Tough Kids" (W. R. Jenson); "How Do I Accurately and Successfully Dispute My Own Worst Thoughts?" (M. W. Egan); "IDEA '97: The Law has Changed: What Does it Mean in My Job?" (C. Harrington); "Delegation of Medical Procedures" (K. Briggs and C. Vaubel); "Self-Management and Effective Classroom Practice" (J. Maack and J. Hancock); "Organizational Strategies for Teens" (L. Sorensen and K. Cutler); "Understanding the ADHD Student: The Turmoil Within" (T. Illes); "Working Effectively with Paraeducators in the Classroom: A Presentation of a Supervision Training Program" (B. Morgan); "The Peaceful Classroom: Getting Yourself on the Right Track" (J. Crapo, J. Buckmiller, and M. Caldwell); "Developing a Credentialing Model for Early Intervention Paraprofessionals" (D. Behl, A. Akers, and L. Ebersole-Gilgen); "What are We All About? Title I in Utah" (S. Johnson and N. Casillas); "I Wonder If This Kid Has a Speech Problem?" (J. Taylor); "Two Heads are Better Than One: Effective Ways to Pair Professionals with Paraprofessionals" (S. Saldana); "The Paraeducator's Role in Enhancing Fine Motor and Gross Motor Skills" (J. Passman, M. Sanders, and T. Pacheco); "Numbers! Numbers! Instructional Activities that Make Sense" (L. Dekker); "Educational Opportunities for Paraeducators" (K. McConaughy); "Paraeducators as Interveners: Providing Services for Students 0-21 Who are Deaf/Blind" (L. Alsop); "Reading with Strategies" (J. Thorpe); "Positive Behavior Management in the Classroom" (S. Schowe); "How to be an Effective Paraeducator" (C. Feraco); "Teaching Respect through Role Modeling" (A. Kirts and L. Nichols); "Being a Pro-Active Paraeducator: Working with Your Supervisor" (J. Morgan, B. Ashbaker, S. Durrant, and C. Larsen); "A Crisis...Now What?" (S. Davis and A. Hansen); "Yes, You Can Get There from Here: Building Bridges" (J. Rydalch and C. Cole); "An Invisible Agitator: How Difficulty in Processing Sensory Input Can Cause Disruptive Behaviors in School-Age Children" (P. Chadwell and M. Oversteg); "Bag of Tricks: Making Your Time Count" (D. L. Trease); and "Reading for All Learners" (P. H. Findlay). (SM)

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CONFERENCE PROCEEDINGS OF THE THIRD ANNUAL UTAH PARAEDUCATOR CONFERENCE

Held November 7-8 1997

Egyptian Theater/Eccles Conference Center

Ogden, Utah

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FOREWORD

The purpose of this document is to give a brief outline of the Third Annual Paraeducator Conference held in Utah in November 1997, and to thereby provide guidelines and potentially useful information for other States, Area Educational Authorities or even Local Education Authorities who may be contemplating organizing such a conference. The need for professional development opportunities for paraeducators is increasingly being recognized across the nation, as is the need for paraeducators to meet with colleagues and share experiences. This conference was designed to help meet that need as part of a growing infrastructure for paraeducator employment and training in the State of Utah.

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Conference Planning

The conference was sponsored by the Utah State Office of Education and Utah State University. Conference registration fees of $25.00 per person helped offset a portion of the conference expense. University credit was available for conference participation through Utah State University's Extension program. Participants paid their own recording fees of $30. In order to receive a grade they were required to attend a minimum of 5 sessions and write a response paper for each of those sessions.

The planning committee consisted of paraeducators, teachers, school administrators, university personnel, and state office of education staff. The committee met throughout the year on a monthly basis and then as the conference drew closer, more frequently. Each committee member carried assignments, i.e., contact speakers, arrange for door prizes, work with vendors to arrange displays of educational materials. Conference presenters were almost exclusively from within State, and represented all levels of education services from classrooms to University campuses. Proposals for presentations were solicited through a Call for Papers distributed statewide, and keynote speakers were selected by the conference committee

Paraeducators were surveyed on registering for the conference, and asked to evaluate sessions attended. A brief overview of survey data is to be found below in the section entitled 'Conference Participants.'

Conference Overview

The State of Utah's third annual Pareducator Conference was held November 7-8, 1997 in Ogden, Utah. The conference theme, "Utah Paraeducators Bridge the Gap" suggested that paraeducators serve to span or bridge the gap between the community and the school. Pictured on the cover of the conference registration material was the noted landmark rock formation from Arches National Monument in Southeastern Utah.

Conference planners scheduled the on-site registration, poster sessions, and key note speakers to begin Friday evening, so that paraeducators could attend without taking leave from their school assignments. Although most participants preregistered, on-site registration was available Friday evening at 3:00 to 5:00 and again Saturday morning 7:30 -8:30. Events continued until 8:30 that evening.

Saturday morning activities started with a continental breakfast at 7:30 a.m. At 8:30 an

enthusiastic welcome and review of Utah Paraeducator's role was presented by the State Director of Services for At-Risk Students, Dr. Stevan Kukic. Following Dr. Kukic's presentation, participants chose from three large break-out sessions and the remainder of the day offered choices of 10-11 sessions on various topics. Presentation topics, presenters and a sampling of handouts from the sessions can be found on the following pages. Individual presenters should be contacted for further details of their presentations and work.

Conference Participants

Approximately 550 people attended the conference, and survey data were collected for 347 of those attendees. The table below shows the roles of those attending, and mean years of work in that stated role. Approximately half of Utah's 40 School Districts were represented, as well as the State Board of Education, State Universities and community colleges, and the Public Health Service. Of the 347 participants surveyed, 70% had not previously attended a State Paraeducator conference.

Table 1. Roles and mean years of service of participants surveyed (347).

Stated role of participants	Percentage of participants surveyed	Mean years of service for group
Paraeducator	92	6.5
Teacher	3	11.2
Administrator	0.5	12.0
Other*	3.5	5.6
No response	1	-

* Responses in this category included such roles as Intake coordinator, Permanent substitute, Art Specialist Lab Manager, Nurse, Parent/Daycare.

"Utah Paraeducators Bridge The Gap"
Third Annual Paraeducator Conference - November 7 and 8, 1997

Friday, November 7, 1997 Schedule

3:00 - 5:00 p.m.	**Main Entrance Lobby - Registration**
4:00 - 6:00 p.m.	**Main Level Ballrooms 1-3** **Poster Sessions, Vendor Displays, and Social/Entertainment**
6:00 - 6:45 p.m.	**Peery's Egyptian Theater** **National Paraeducator Perspective - IDEA Reauthorization** **Anna Lou Pickett**
6:45 - 7:15	**Peery's Egyptian Theater** **Outstanding Paraeducator Awards**
7:15 - 8:15 p.m.	**Peery's Egyptian Theater** **Keynote Speaker - Don Gale**

Saturday, November 8, 1997 Schedule

7:30 - 8:30 a.m.	**Main Entrance Lobby - Registration** **Lobby Areas - Continental Breakfast**
8:30 - 9:00 a.m.	**Grand Ballroom (2nd Floor)** **Welcome/Introduction** **Paraeducators Role and Utah Agenda - Stevan J. Kukic, Director, Services for At Risk Students, USOE**

Breakout Sessions - Refer to Saturday Session Abstracts for More Information

9:15 - 10:45 a.m. Repeat at 12:45 - 2:15 p.m.	**Session A1 - Main Level Ballroom - Ken Reavis** *"How To Stop Problematic Behaviors"*	**Session A2 - Egyptian Theater** **Bill Jenson** *"Increasing Positive Behaviors in Tough Kids"*	**Session A3 - Grand Ballroom A** **Winn Egan** *"How Do I Dispute My Own Worst Thoughts?"*

11:00-11:50 a.m.	**Session B1 - Executive Room** Kathy Briggs, RN and Cheryl Vaubel, RN *"Delegation of Medical Procedures"*	**Session B2 - Room 101** Jan Maack and Judie Hancock *"Self-Management and Effective Classroom Practice"*
	Session B3 - Ballroom 1 Linda Sorensen and Karl Cutler *"Organizational Strategies for Teens"*	**Session B4 - Ballroom 2** Terry Illes *"Understanding the ADHD Student: The Turmoil Within"*
	Session B5 - Room 102 Bob Morgan *"Working Effectively with Paraeducators in the Classroom: A Presentation of a Supervision Training Program"*	**Session B6 - Room 201** Jennie Crapo, Julie Buckmiller and Melissa Caldwell *"The Peaceful Classroom: Getting Yourself on the Right Track"*

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	Session B7 - Room 103 Diane Behl, Adrienne Akers and Linda Eberside Gilgen *"Developing a Credentialing Model for Early Intervention Paraprofessionals"*	**Session B8 - Ballroom 3** Sandra Johnson and Nancy Casillas *"What Are We all About? - Title I in Utah"*
	Session B9 - Grand Ballroom C Jocelyn Taylor *"I Wonder If This Kid Has a Speech Problem"*	**Session B10 - Room 203** Sylvia Saldana *"Alternative Language Services (ALS)"*
	Session B11 - Grand Ballroom B Judy Passman, Margy Sanders, and Terry Pacheco *"The Paraeducator's Role in Enhancing Fine Motor and Gross Motor Skills"*	
11:50 a.m. - 12:40 p.m.	**Lunch (Box Lunches - Lobby Areas)**	

12:45-2:15 p.m.	**Session C1 - Grand Ballroom B** **Carol Harrington** ***"IDEA '97: The Law has changed; What does that mean in my job?"***	**Session C2 - Egyptian Theater** **Bill Jenson** ***"Increasing Positive Behaviors in Tough Kids: It Ain't Easy-REPEAT***	**Session C3 - Grand Ballroom A** **Winn Egan** ***"How Do I Dispute My Own Worst Thoughts?"-REPEAT***

2:20 - 3:10 p.m.	**Session D1 - Room 101** Kate McConaughy *"Paraeducator Training at the Community College"*	**Session D2 - Room 102** Linda Alsop *"Paraeducators as Interveners: Providing Services for Students 0-21 Who are Deaf/Blind"*
	Session D3 - Executive Room Jan Thorpe *"Reading with Strategies"*	**Session D4 - Ballroom 2** Sheral Schowe and Brooke Holyoak *"Positive Behavior Management in the Classroom"*
	Session D5 - Room 103 Cherylann Feraco *"How to Be an Effective Paraeducator"*	**Session D6 - Room 203** Ann Kirts and Lorraine Nichols *"Teaching Respect Through Role Modeling"*
	Session D7 - Room 201 Jill Morgan and Betty Ashbaker *"Being a Proactive Paraeducator: Working With Your Supervisor"*	**Session D8 - Ballroom 1** Shelly Davis and Anna Lee Hansen *"A Crisis....Now What?"*
	Session D9 - Grand Ballroom B Jeff Rydalch and ChiKay Cole *"Yes, You Can Get There From Here - Building Bridges"*	**Session D10 - Ballroom 3** Peggy Chadwell and Mona Overstag *"An Invisible Agitator: How Difficulty Processing Sensory Input Can Cause Disruptive Behaviors in School-Age Children"*
	Session D11 - Grand Ballroom C Donna Lee Trease *"Bag of Tricks: Making Your Time Count"*	

3:15 p.m. - Closing Session - Peery's Egyptian Theater - Drawings for door prizes will be held. Must be present to win.

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How to stop problematic behaviors

Dr. H. Kenton Reavis
Utah State Board of Education

Utah State Office of Education
250 East 500 South
Salt Lake City UT 84111
(801) 538-7709

This presentation will cover how we lose being effective in our interactions with students through coercion. Strategies will be provided for avoiding the coercive tendencies of arguing, excessive prompting, etc., while getting your students to follow your directions.

COERCION - THE HUMAN TENDENCY FOR MANAGEMENT

ADULT		STUDENT
WOULDN'T YOU LIKE TO _____?	⇒	IGNORES YOU.
⇓		↵
COME ON, PLEASE.....	⇒	DELAYS.
⇓		↵
YOU HAD BETTER, YELLS!	⇒	MAKES EXCUSES, ARGUES, WHINES.
⇓		↵
NOW YOU HAVE HAD IT!	⇒	TANTRUMS, AGGRESSION.
⇓		↵
OK, OK. WITHDRAWS REQUEST.	⇒	STOPS TANTRUM.

Using incentives with tough kids

William R. Jenson
University of Utah

203 Park Building
Salt Lake City UT 84112
(801) 581-5701

This presentation will focus on defining tough kids and their needs for positive educational incentives. Tough kids will be defined as exhibiting both behavioral excesses and deficits. Positive incentives are needed to improve the deficits these children show. Practical information will be given on assessing incentives and how to effectively use them in the classroom. Different incentive systems will be shown including Mystery Motivators, the Yes and No program, Spinners, and several other techniques. Problem solving with incentives will also be presented along with practical solutions.

[Further details of this session can be obtained directly from Dr. Jenson.]

How do I accurately and successfully dispute my own worst thoughts?

Dr. M. Winston Egan
Brigham Young University

Department of Teacher Education
Brigham Young University
215 McKay Building
P.O. Box 25099
Provo UT 84602-5099

This presentation centers on helping individuals respond in healthy ways and to make sense of adversity. Paraeducators will learn how to gather evidence derived from adversities, generate alternatives for responding to adversity, and develop a plan of action.

[Further details of this session can be obtained directly from Dr. Egan.]

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IDEA '97: The law has changed: What does it mean in my job?

Carol Harrington
Ogden City School District

Ogden City School District
2444 Adams Avenue
Ogden UT 84401
(801) 625-8700

Do teachers/providers you work with often seem stressed related to the federal law that dictates how they will deliver services to children? The law has just been changed. Come and see how these changes might affect the programs you work in. This presentation will summarize the changes in The Individual with Disabilities Education Act Amendments of 1997 (P.L. 105-17).

[Further details of this session can be obtained directly from Carol Harrington.]

Delegation of medical procedures

Kathy Briggs, RN
Cheryl Vaubel, RN
Granite School District, UT

Granite Health Service
Granite School District
340 East 3545 South
Salt Lake City UT 84115
(801) 263-6250

More children with medical problems are being served in the regular school setting every year. A variety of medical procedures ranging from medication administration, tube feeding, suctioning, catheterization, respiratory treatments, etc., are needed. According to the Nurse Practice Act, some procedures can only be done by a licensed nurse. This session will help paraeducators to know who to contact (school nurse) for specific training, when to say 'no' to protect yourself and briefly touch on the Nurse Practice Act for Delegation.

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Purpose

The purpose of this document is to assist health and education professionals in the management of children with special health needs in the educational setting by establishing a standard of practice that delineates roles and responsibilities for the safe delivery of specialized health care in the educational setting.

This document was developed based on the following principles:

- Every student is entitled to a free, appropriate public education in the least restrictive environment.
- The family is the constant in the child's life and should be an integral part of decision making regarding the provision of health care in school.
- The provision of special health care procedures should promote developmentally appropriate student independence.
- A multidisciplinary meeting that includes the family, and student where appropriate, should be conducted for every child with special health care needs for the purposes of reviewing the special health needs and the delineation of roles for services delivery.
- Every child who has a special health care need requiring nursing care, intervention, or supervision should have a nursing care plan written by a nurse.
- To the degree possible, the delivery of any health care procedures should not significantly disrupt or have a negative impact on the educational process of the individual student.
- To the degree possible, the delivery of any health care procedure should not significantly disrupt or have a negative impact on the educational process of other students.
- Personnel who are responsible for the education and care of children with specialized health care needs should receive training from persons who are qualified to provide such training and certified or licensed to perform the procedure being taught.
- Specialized health care procedures should be performed by qualified personnel who have received child-specific training as defined by the child's principal health care providers and the child's family.
- Appropriate resources and environmental conditions should be available to the personnel who are providing school health procedures before the child's placement in the classroom.

DELEGATION
AS PROVIDED IN THE
NURSE PRACTICE ACT RULES
(R156-31-102, 502, & 603)

R156-31-102. Definitions.

"Accountability" means being answerable for one's own actions.

"Delegation" means transferring, to an individual, the authority to perform a selected nursing task in a selected situation. The nurse retains accountability for the delegation.

"Delegatee" or "Delegate" means the person receiving the delegation.

"Delegator" means the person making the delegation.

"Supervision" as used in Section R156-31-603 means the provision of guidance or direction, evaluation and follow up by the licensed nurse for accomplishment of a task delegated to unlicensed assistive personnel or other licensed individuals.

"Unlicensed assistive personnel" means any unlicensed personnel, regardless of title, to whom tasks are delegated.

R156-31-502. Unprofessional Conduct.

"Unprofessional conduct" includes:

(4) failing as the nurse accountable for directing nursing practice of an agency to:

(a) verify that standards of nursing practice are established and carried out so that safe and effective nursing care is provided to patients/clients;

(b) verify that guidelines exist for the organizational management and management of human resources needed for safe and effective nursing care to be provided to patients/clients; or

(c) verify nurses' knowledge, skills and ability and determine current competence to carry out the requirements of their jobs.

R156-31-603. Delegation of Nursing Tasks.

In accordance with Subsections 58-31-2(11) and (12), the delegation of nursing tasks is further defined, clarified, or established as follows:

(1) The nurse delegating tasks retains the accountability for the appropriate delegation of tasks and for the nursing care of the patient/client. The licensed nurse shall not delegate any task requiring the specialized knowledge, judgment and skill of a licensed nurse to an unlicensed assistive personnel. It is the licensed nurse who shall use professional judgment to decide whether or not a task is one that must be performed by a nurse or may be delegated to an unlicensed assistive personnel. This precludes a list of nursing tasks that can be routinely and uniformly delegated for all patients/clients in all situations. The decision to delegate must be based on careful analysis of the patient's/client's needs and circumstances.

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(2) The licensed nurse who is delegating a nursing task shall:

(a) verify and evaluate the orders;

(b) perform a nursing assessment;

(c) determine whether the task can be safely performed by an unlicensed assistive personnel or whether it requires a licensed health care provider;

(d) verify that the delegatee has the competence to perform the delegated task prior to performing it;

(e) provide instruction and direction necessary to safely perform the specific task; and

(f) provide ongoing supervision and evaluation of the delegatee who is performing the task.

(3) The delegator shall evaluate the situation to determine the degree of supervision required to ensure safe care.

(a) The following factors shall be evaluated to determine the level of supervision needed:

(i) the stability of the condition of the patient/client;

(ii) the training and capability of the delegatee;

(iii) the nature of the task being delegated; and

(iv) the proximity and availability of the delegator to the delegatee when the task will be performed.

(b) The delegating nurse or another qualified nurse shall be readily available either in person or by telecommunication. The delegator responsible for the care of the patient/client shall make supervisory visits at appropriate intervals to:

(i) evaluate the patient's/client's health status;

(ii) evaluate the performance of the delegated task;

(iii) determine whether goals are being met; and

(iv) determine the appropriateness of continuing delegation of the task.

4) Nursing tasks, to be delegated, shall meet the following criteria as applied to each specific patient/client situation:

(a) be considered routine care for the specific patient/client;

(b) pose little potential hazard for the patient/client;

(c) be performed with a predictable outcome for the patient/client;

(d) be administered according to a previously developed plan of care; and

(e) not inherently involve nursing judgment which cannot be separated from the procedure.

(5) If the nurse, upon review of the patient's/client's condition, complexity of the task, ability of the unlicensed assistive personnel and other criteria as deemed appropriate by the nurse, determines that the unlicensed assistive personnel cannot safely provide care, the nurse shall not delegate the task.

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Self-management and effective classroom practice

Jan Maack
Judie Hancock
Jordan School District, UT

Jordan Resource Center
433 East Center
Midvale UT 84047
(801) 565-7584

This presentation will discuss a three-part approach to effective classroom management: 1) establishing positive relationships with students (behavior is communication), 2) implementing research-based behavior management techniques, and 3) using a functional analysis approach to develop individual behavior management programs for "tough kids."

SELF MANAGEMENT
AND
EFFECTIVE CLASSROOM PRACTICE

SELF (PRESENCE)

YOU ARE A ROLE MODEL 100% OF THE TIME.

A. APPEARANCE

B. FACIAL

C. EYE CONTACT

D. BODY LANGUAGE

E. PARALANGUAGE

F. LISTENING

G. VERBAL INTERACTIONS

Adult behaviors judged by young people as:

POSITIVE	NEGATIVE
1. Calm pleasant voice	1. Overt displays of anger
2. Offers help	2. Accusing/blaming statements
3. Joking	3. Shouting
4. Compliments performance	4. Giving no opportunity to speak
5. Fairness	5. Mean, insulting remarks
6. Explaining why, how, or what	6. Unpleasant physical contact
7. Concern	7. Lack of fairness
8. Enthusiasm	8. Bossy, demanding
9. Politeness	9. Unpleasant
10. Getting right to the point	10. Unfriendly
11. Giving specific examples	11. Talking only about mistakes
12. Eye contact	12. No eye contact

From: K.R. Young and R.P West

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Direct Instruction

1. Basic skills
2. Presentations scripted
3. Presentations fast paced
4. Oral group responding
5. Skills are taught to mastery
6. Mastery tests
7. Teacher praise
8. Error correction is immediate

Cooperative Learning

1. Identify the academic objectives and cooperative learning objectives
2. Decide on group size
3. Assign roles to group members - checker, recorder, coach, supporter, etc.
4. Explain the learning task and cooperative goal structure to students
5. Teachers monitor and intervene as students work collaboratively
6. Evaluate individual student learning/ group products, and cooperative learning skills

Peer Tutoring

1. Decide on subject
2. 30 Minute time period
3. Select peer pairs
4. Teacher circulates among peers
5. Publicly report points earned
6. Tally points/winning team announced
7. Teacher monitors student's progress

Organizational strategies for teens

Linda Sorensen
Kari Cutler
Davis School District, UT

South Davis Junior High
298 West 2600 South
Bountiful UT 84010
(801) 299-2050

Teaching organizational skills to students with disabilities is a daily challenge for educators. Participants will create custom-made organizational devices: weekly schedules, academic skill matrices, and continuous behavioral tracking; designed with your students' individual needs in mind. These classroom-tested materials ensure that your academic and behavioral expectation for students are crystal clear.

Organizational Strategies for Teens

Linda Sorensen, M.Ed., Special Ed. Learning Center Teacher
Kari Cutler, Special Ed. Learning Center Assistant
South Davis Jr. High, Bountiful, Utah

Important principles when working with students with disabilities:

- *Brevity*--Keep activities short in duration
- *Variety*--Change activities; present information in different ways
- *Clarity*--Be crystal clear as to your academic and behavioral expectations
- *Structure*--Have a regular, consistent, predictable but flexible schedule

Organizational Tools:

1. Weekly Calendar Page.

   --Divide each period/activity into three sections, with kids tracking their own participation and academic points.

2. "Merit Badge" Chart.

   --Students learn chunks of information, then "pass off" to the teacher, earning points as well as rewards.

3. Bingo!

   --Using the traditional Bingo format, students fill their sheets with answers, then recall specific information as they play the game.

4. Homenotes

   --Students record their daily activities, points, behaviors, and homework assignments on a note which goes home and comes back daily or weekly

5. Behavioral Tracking on the Overhead Projector

   --Using a "Compliance/Non-Compliance" tracking sheet on the overhead projector, the teacher openly tallies students' behaviors, with free time as a reward for TCOT (Total Class on Task) time.

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Understanding the ADHD student: The turmoil within

Terry Illes
Jordan School District, UT

Sprucewood Elementary
12025 South 1000 East
Sandy UT 84094
(801) 572-7077

This presentation will promote a better understanding of ADHD and the ways in which the primary symptology affects adjustment to the school environment. Problems relating to impulsivity will be emphasized. General strategies for the effective management of ADHD will also be discussed.

[Further details of this session can be obtained directly from Terry Illes.]

Working effectively with paraeducators in the classroom:

A presentation of a supervision training program

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Utah State University

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As teachers work with adults in the classrooms, how can they become effective leaders and managers? This is an important issue to address in many situations, such as inclusive classrooms and special education classrooms with one or more paraeducators. Teachers should become familiar with effective leadership skills, including how to: 1) use effective interpersonal communication techniques, 2) pre-empt management problems, and 3) clarify roles and responsibilities. The Colleagues in the Classroom (CinC) program introduces these skills and others through interactive video exercises and printed materials.

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Working Effectively with Paraeducators in the Classroom: A Presentation of a Supervision Training Program[1]

Robert L. Morgan, Ph.D.

Department of Special Education and Rehabilitation
Utah State University

The Complexities of Supervision Are Not Addressed in Teacher Training

Increasingly, special and inclusive classroom teachers must monitor and coordinate service delivery to students with special needs. These responsibilities require that they supervise paraeducators and other related service staff. Unfortunately, teachers' own training rarely addresses supervision. Therefore, some teachers are placed in supervisory roles without the necessary skills.

Supervision skills are foreign to many teachers. These skills involve delegating responsibilities, communicating effectively and assertively, delineating roles in the classroom, monitoring paraeducator activities with students, and conducting (informal) evaluations.

This presentation will describe supervision skills, the need to address them in teacher training, a survey study that identified supervision training priorities, and the resulting program based on those targeted training priorities.

A Nationwide Survey to Identify Supervision Training Priorities

Four hundred special education teachers were identified from a list of 3,000 current members of the Council for Exceptional Children. These teachers were randomly assigned to one of two groups: (a) 200 who were surveyed regarding the *importance of topics related to supervision* of paraeducators, or (b) 200 who were surveyed regarding the *adequacy of their existing training related to supervision* of paraeducators. The survey questionnaire required respondents to rate topics related to supervision of paraeducators. Overall return rate was 68.5% (n = 274). Most respondents (82%) were currently supervising one or more paraeducators. Sixty-eight percent indicated that they had received little or no preservice/inservice training on topics related to supervision.

The most important topic (highest rated of 15) was *delegating responsibility to paraeducators*. The topic for which teachers had received least adequate training (lowest rated of 15 topics) was *advancing career opportunities of paraeducators*. Based on survey findings , field test results, and assistance from a task force of teachers and paraeducators in Utah, a supervision training program was developed.

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[1] Poster presented at the 3rd Annual Utah Paraeducator Conference, Ogden, UT, November 1997.

Overview of the Training Program

Colleagues in the Classroom is designed to provide teachers with practical skills necessary for working with paraeducators. The program will be available in August 1998. Teachers can participate in the training program by working in small groups, or teachers and paraeducators can participate together. The program can be presented in an inservice training format or as a college course. The goal of the *Colleagues in the Classroom* program is to enhance teachers' basic knowledge and performance skills as they supervise paraeducators.

To meet this goal, teacher trainees:

- read assignments prior to attending training sessions and complete brief Workbook Exercises;
- attend training sessions and participate in activities led by a district or university instructor;
- watch video and participate in video-based exercises;
- respond to questions on "progress checks" (optional quizzes) at the end of each unit of instruction; and
- participate in application exercises in their classrooms with the assistance of the instructor.

Today's presentation will address specific skills related to supervision (and how they differ from typical teaching competencies), a brief review of the survey results, and a description of the supervision training program.

Since*Colleagues in the Classroom* is an award-winning video-assisted program, excerpts of the video portion will be shown. The audience will have opportunities to react to some of the content of *Colleagues in the Classroom*.

The peaceful classroom: Getting yourself on the right track

Jennie Crapo
Julie Buckmiller
Melissa Caldwell
Granite School District, UT

Hillside Elementary
4283 South 6000 West
West Valley City UT 84120

This session will demonstrate how communication between staff in the classroom and how the classroom environment contribute to a peaceful classroom setting. This session will share activity ideas for teaching children skills in the areas of: belonging, friendship, compassion, cooperation and kindness; as well as hands-on activities.

TRANSITIONS

SEPTEMBER: Have paper apples on a paper apple tree. Make the apples all different colors. Have the children find two apples that are the same before they go to the next activity.

OCTOBER: Make a haunted house with several windows and doors that can be opened up. Have each child find a match behind two windows or doors before going to wash their hands. (use Halloween stickers behind the windows and doors on the house)

NOVEMBER: Pass out turkey feathers have the children come up when their name is called and tell you the color of their feather and put it on the turkey before they go to the next activity.

DECEMBER: Pass out ornament shape cut out of paper that have individual children's pictures on them. Have each child in turn tell you the name of the classmate and their ornament and then put it on the Christmas tree before going to the next activities.

JANUARY: Put shapes on the backside of white snowballs made out of paper. Spread these snowballs out in front of you. Have each child in turn come up and pick one up and tell you the shape that is on it before they line up to go to P.E.

FEBRUARY: Have children take a turn hanging a heart on a wooden tree before they go to wash their hands for snack.

MARCH: Put different weather stickers on milk jug lids. Hold up one and have each child in turn come up and find it's match before going to line up.

APRIL: Have children match a baby animal to it's mommy before lining up to go to the library.

MAY: Make several flowers that represent the shapes that you would like to target. Put popsicle sticks on them to represent stems. Put all the flowers in a flower pot . Have each child in turn find two flowers that are shaped the same before getting their coat on to go outside.

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GROSS MOTOR

SEPTEMBER: Have children take turns riding trikes outside by setting a timer that indicates that it is time to switch off. Set the timer at two minute intervals to allow for many switch offs.

OCTOBER: Rolling pumpkin relay with real pumpkins.

NOVEMBER: Butter Lover: have children take turns jumping or hopping forwards or backwards a certain number of times. Have children pass off the next child. You may want to have 2 jars going at a time.

Friendship: (cooperation) pg.101

DECEMBER: Balance beam color land: have children take turns walking on the balance beam, with support as needed, have them reach down at some point to pick up a specified colored item that will be along side the balance beam.

JANUARY: Let It snow: Use white sock balls on a parachute to make snow. It will not be as successful unless everyone helps.

FEBRUARY: Have 2 children at a time rock on wooden rocking boat. Have the two children then take turns using a fishing pole to fish for colored hearts.

MARCH: Make large windsock handles on several windsocks. Pair up children and have them run with the windsock together.

APRIL: Have children look at photographs of animals and move how they think the animal moves.

MAY: Roll ball between two partners using beach towels or large pieces of fabric. Talk about ocean waves.

RUGTIME

SEPTEMBER: Make stick puppets out of faces with different emotions on them. Tell about different situations relevant to the lives of the children in your class. Have children take turns coming up and picking up the puppet that indicates how they would feel in the given situation. You may want to divide up into small groups for this activity.

Compassion:(recognition of emotions)pg. 67

OCTOBER: connection circle: make a group spiders web by having children sit in a circle and toss yarn between them while keeping a hold of some.

NOVEMBER: Hold up homemade class mobile. Have children take turns coming up and finding themselves. Some of the children could also tell you the child who is on eight her side of them.

Friendship: (belonging) pg 31.

DECEMBER: Lollipop color match: have two children work together on one set of lollipops to find each of 11 matching pairs.

JANUARY: Split up into two small groups. Put winter items into a large sack. Have a child reach in and grab an item and try to tell you what it is before looking, then have them choose a friend to try it on.

FEBRUARY: Put out several cans of food on the rug and have the children work together to sort them into like categories.

MARCH: Get a real stethoscope and help children listen to each others heart beat.

APRIL: Go outside and have each child collect some kind of plant life, when this is complete go back into the classroom and have each child tell one thing about what they collected.

MAY: Make a set of alphabet flowers (actually two sets) one set to put out on the rug and one set to match with. Lay out part of the alphabet on the rug and have children who are ready for this activity group together and take turns matching the letters.

MURAL ART

SEPTEMBER: Provide a big apple tree as a prop. Have all children tear green paper to make leaves on the one big tree. Have children add apples to the tree by printing with real apples that have been cut in half and red paint.

OCTOBER: Pumpkin patch: provide a long strip of light green butcher paper. Have children us green markers and crayons to make leaves and vines in the patch. Provide pumpkin shaped sponges and orange paint so the children can add pumpkins to the patch.

NOVEMBER: Turkey runabout: Have children use turkey feet printers to make it look like several turkeys have been running on a large piece of butcher paper. Then have children use glue to add feathers to the mural.

DECEMBER: Provide a large Christmas trees made out of butcher paper. Provide glue and decorations so all the children can work on the tree together. (metallic icicles, sequence, garland, and various dye cut shapes)

JANUARY: Winter scene picture: Provide a large sheet of blue butcher paper. Have children decorate with snowflakes, cotton balls, white paint and ivory snow goop.

FEBRUARY: Provide a large heart made out of red or pink butcher paper. Provide a wide variety of collage items to be glued on. You could deliver this large valentine to the office of your school.

MARCH: Provide colored ice cubes (color with food coloring) and a large strip of white butcher paper. Have the children work together to create a rainbow for the classroom using the ice cubes to paint.

APRIL: Puddle and rain painting: get a pair of old children boots and glue raindrop shapes to the bottom of them that you have cut out of sponges. Children then take turns painting with their feet with blue paint.

MAY: Have the children decorate various fish independently to be added to a long strip of blue butcher paper. Have the children then glue an sand and small sea shells to make it look like the ocean.

Developing a credentialling model for early intervention paraprofessionals

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This presentation will describe the process used to credential paraprofessionals working with young children (birth to 3 years of age) with disabilities and their families in center-based programs. Paraprofessional knowledge and the demonstration of skills are documented using a portfolio approach with guidance provided by an on-site professional mentor. This model will be informative and appeal to those developing career ladder systems for paraprofessionals.

The Baby Watch Credentialing System

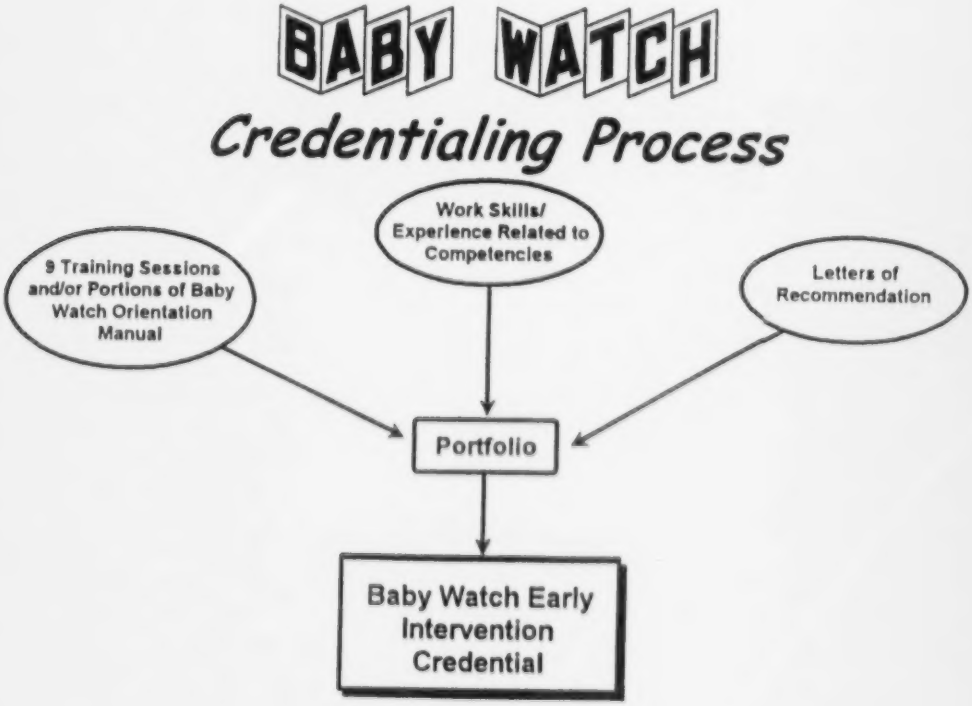
Part C of the Individuals with Disabilities Education Act (IDEA) requires that each state develop a system of early intervention services for infants and toddlers with disabilities under age three and their families. In Utah, Part C is referred to as the Baby Watch Early Intervention Program and is administered through the Utah Department of Health. Utah Baby Watch sponsors 19 local early intervention programs statewide to provide early intervention services to these children and their families. To ensure that all early intervention staff have adequate training, all professional and paraprofessional staff are required to obtain an early intervention credential as part to the Comprehensive System of Personnel Development (CSPD).

Goals of the Baby Watch Portfolio and Mentoring Projects . . .

1. Design a statewide model for Baby Watch paraprofessionals to obtain a CSPD credential by developing individualized portfolios.

2. Create a mentoring process whereby professional staff at local Baby Watch programs can assist paraprofessional staff to obtain their CSPD credential.

3. Collaborate with volunteer Baby Watch programs in the development of the portfolio and mentoring materials.


BABY WATCH
Credentialing Process
Work Skills/ Experience Related to Competencies
9 Training Sessions and/or Portions of Baby Watch Orientation Manual
Letters of Recommendation
Portfolio
Baby Watch Early Intervention Credential

Overview of the Mentoring Program

What is the Primary Role of a Mentor?

- ❒ To provide consistent support and encouragement to the EI paraprofessional (mentee) as they move through the credentialing process and thereafter.

Who Can Be a Mentor?

- ❒ Any experienced and qualified EI provider/teacher/administrative professional.

What Are Some Characteristics of a Mentor?

- ❒ Guide, facilitator, role model
- ❒ Creative in problem solving
- ❒ Positive and flexible in relating to other adults
- ❒ Skilled in their craft
- ❒ Able to reflect on their practice
- ❒ Ready to learn new information about the process of teaching adults

What Are Some Benefits of a Mentoring Program?

- ❒ Creates increased opportunities for paraprofessionals (mentees)
- ❒ Promotes a collaborative and team-building environment
- ❒ Builds trust and an atmosphere of mutual respect and learning
- ❒ Develops more reflective practitioners who examine and question their own practices

What Training is Provided?

- ❒ Ways to guide the mentee in portfolio assembly
- ❒ Goal setting
- ❒ Reflective practice
- ❒ Guidelines for meetings
- ❒ Adult learning strategies
- ❒ Communication strategies

What are the Mentor's Responsibilities?

- ❒ Schedule regular times to meet—at least once every 2 weeks
- ❒ Help mentee set short-term goals for completing portfolio
- ❒ Assist the mentee in listing work-related activities already completed
- ❒ Brainstorm ideas for additional demonstration of subcompetencies
- ❒ Provide resources for new information
- ❒ Critique portfolio entries---offering positive, constructive feedback.
- ❒ Provide written comments on mentee's demonstration of skills
- ❒ Provide lots of encouragement

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Overview of Portfolio Development and Assessment

What is a Portfolio?

- ❒ A purposeful, systematic collection of documents or products that provides tangible evidence to others of one's knowledge, progress, experiences, and skills in a particular field or academic area.

What Are Characteristics of Portfolio Assessment?

- ❒ Preestablished guidelines
- ❒ Systematic and organized
- ❒ Flexibility in selecting documents
- ❒ Opportunities for self-reflection
- ❒ Documented progress and growth
- ❒ Collaborative conferencing

What Are Advantages of Portfolio Assessment?

- ❒ Encourages self-assessment and reflective practice
- ❒ Promotes improved learning and skills
- ❒ Provides concrete examples of knowledge, experiences, and skills
- ❒ Focuses on individual strengths and accomplishments
- ❒ Establishes ongoing systematic assessment

What Are Disadvantages of Portfolio Assessment?

- ❒ Developing criteria and evaluation is time-consuming
- ❒ Selecting appropriate documents may be challenging
- ❒ Reviewing a sampling of documents may lead to a weak generalization of competency or low reliability

What Types of Entries Can Be Included in a Portfolio?

- ❒ Child/Family assessments or evaluations
- ❒ Curriculum/lesson plans
- ❒ Home visit reports
- ❒ Individualized Family Service Plan (IFSP) copies
- ❒ Interviews with children/parents/staff
- ❒ Observation records/reports
- ❒ Teacher-made materials
- ❒ Inservice certificates or training agendas
- ❒ Video response sheets
- ❒ Work experience descriptions

What Is the Procedure for Submitting a Portfolio for Credentialing?

- ❒ An on-site mentor reviews and signs each portfolio entry sheet
- ❒ A designated on-site reviewer examines the finished portfolio for completeness and overall quality and recommends it for credentialing
- ❒ The completed portfolio and credential application is sent to the state CSPD office for final review--the credential is awarded in the form of a certificate.

Recommended Readings:

Bruder, M., Lippman, C., & Bologna, T. (1994). Personnel preparation in early intervention: Building capacity for program expansion within institutions of higher education. *Journal of Early Intervention, 18*(1), 103-110.

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Council for Exceptional Children (1997). CEC Guidelines for developing a mentorship program for beginning special education teachers. *Teaching Exceptional Children*, 19-22.

Dietz, M. (1995). Using portfolios as a framework for professional development. *Journal of Staff Development, 16*(2), 41-43.

Fenichel, E. (Ed.) (199?). *Learning through supervision and mentorship to support the development of infants, toddlers and their families: A source book.* Arlington, VA: Zero to Three/National Center for Clinical Infant Programs.

Gallacher, K. K. (1997). Supervision, mentoring, coaching: Methods for supporting personnel development. In P. J. Wilton, J. A. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies* (pp. 191-214). Baltimore, MD: Brookes.

Glatthorn, A. (1996). *The teacher's portfolio: Fostering and documenting professional development.* Rockport, MA: Pro>Active Publications.

McCollum, J. A., & Yates, T. J. (1994). Technical assistance for meeting early intervention personnel standards: Statewide processes based on peer review. *Topics in Early Childhood Special Education, 14*, 295-310.

Rooney, R., Fullagar, P., & Gallagher, J. (1992). *Distinctive personnel preparation models for Part H: Three case studies.* Chapel Hill: University of North Carolina Institute for Child and Family Policy.

Whitebook, M, & Bellm, D. (1996). Mentoring for early childhood teachers and providers: Building upon and extending tradition. *Young Children, 52*, 59-64.

What are we all about? Title I in Utah

Sandra Johnson
Nancy Casillas
Utah State Office of Education

Utah State Office of Education
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Salt Lake City UT 84111
(801) 538-7782

The purpose of Title I is to enable students who are academically at risk to achieve the same challenging standards expected of all students in Utah. This presentation will provide an overview of Title I in Utah since the implementation of the *Improving America's Schools Act* of 1994, and describe the role of paraprofessionals in the new directions the program is taking. Topics covered will include characteristics of successful Title I schools, instructional delivery systems, and elements of effective paraprofessional practice.

[Further details of this session can be obtained directly from Sandra Johnson or Nancy Casillas]

I wonder if this kid has a speech problem?

Jocelyn Taylor
Weber School District, UT

Greenacres Elementary
640 East 1900 North
Ogden UT 84404
(801) 786-2030/2020

This presentation will help paraeducators understand speech and language service in the school setting. Participants will understand when children need help, what to do about it, and when to just step back and "do nothing." Paraeducators will gain confidence in being able to understand and discuss speech and language issues.

[Further details of this session can be obtained directly from Jocelyn Taylor]

Two heads are better than one: Effective ways to pair professionals with paraprofessionals

Sylvia Saldana
Alpine School District, UT

Alternative Language Service
Alpine School District
575 North 100 East
American Fork UT 84003
(801) 756-8400

Children come in all languages and with all kinds of needs. As teachers and paraprofessionals face the rapid increases, they need to find ways to work together to provide for those needs. Come, hear and see some successful models and strategies being used to help teachers, ESL tutors and aides work together to help LEP (Limited English Proficient) students.

[Further details of this session can be obtained directly from Sylvia Saldana]

The paraeducator's role in enhancing fine motor and gross motor skills

Judy Passman
Margy Sanders
Terry Pacheco
Weber School District, UT

Canyon View School
1100 Orchard Avenue
Ogden UT 84404
(801) 626-2516

This presentation will provide the paraeducator with an awareness level of how a paraeducator can assist in the development and enhancement of fine motor skills (small movement) and gross motor skills (large movement). Hands-on experience will be provided with adapted equipment and activities.

[Further details of this session can be obtained directly from Judy Passman, Margy Sanders or Terry Pacheco.]

Numbers! Numbers! Instructional activities that make sense

Linda Dekker
Granite School District, UT

Granite School District
340 East 3545 South
Salt Lake City UT 84115
(801) 263-6100

This presentation will explore the concept of number sense as opposed to drill and kill. Participants will better understand what number sense is and how it's developed with students and participate in activities that will help them build number sense within their students.

Number Sense

The true test of mathematical learning is not the ability to compute but is the possession of an intelligent grasp of number sense and the ability to deal with arithmetical situations convincingly.

Number sense develops over time. This development is best nurtured if the focus is consistent, day by day, and occurs frequently within each math lesson.

Number sense refers to an intuitive feeling for numbers and their various uses and interpretations; the ability to detect arithmetical errors; and a common sense approach to using numbers.

Number sense builds on students' natural insights and convinces them that mathematics makes sense, that it is not just a collection of rules to be applied.

The Teacher's Role in Developing Number Sense

- Create a Classroom Environment That Nurtures Number Sense
- Use Student Writing
- Use Process Questions and Class Discussion
- Focus on Student-generated Methods of Solution
- Focus on Concepts
- Accept and Encourage Appropriate Computational Methods
- Provide Process-oriented Activities
- Before, During and After the Solution Process Students Learn to Ask:
  - What type of number do I expect for an answer to this problem?
  - About how large will the answer be?
  - What is the biggest or smallest value I should expect?

NUMBER SENSE ACTIVITIES

Evaluating Number Sense

- This is an ongoing process that involves listening to students' explanations and observing the connections students make as their base of understanding builds. This evaluation process is much more qualitative than quantitative (pencil/paper tests can't measure) and is best accomplished through class discussion, dialogues with individual/small groups of students and examination of individual journal entries. (Activity 24 algorithms & the number line.),

No Answer Please--Characteristics of a Solution

(Students are given a computational problem.)

- Students are asked to give as many facts as possible about an answer but are asked not to give a numerical value. The responses rely on an understanding of fractions rather than on the ability to apply a learned algorithm and get 'the' answer.

Measuring Activities that Promote Good Number Sense

(Process-oriented Activities) The skillful teacher can cultivate number sense during all mathematical experiences. Activities that promote good number sense by concentrating on process have several common characteristics:

- 1) They encourage students to think about what they are doing and to share their thoughts with others;
- 2) They promote creativity and investigation and allow for many answers and solution strategies;
- 3) They help students know when it is appropriate to estimate or to produce an exact answer and when it is appropriate to compute mentally, on paper, or with a calculator;
- 4) They help students see the regularity of mathematics and the connection between mathematics and the real world;
- 5) They convey the idea of mathematics as an exciting, dynamic discovery of ideas and relationships.

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Educational opportunities for paraeducators

Kathryn McConaughy
Salt Lake Community College

Salt Lake Community College
4600 South Redwood Road
Salt Lake City UT 84123
(801) 967-4227

The last several years have seen a national trend in increasing educational opportunities for paraeducators. This same trend is seen in Utah through the numerous educational offerings for paraeducators. Over the last two years, Salt Lake Community College has been developing several courses for paraeducators. This presentation will focus on course offered and program options for paraeducators.

PARAEDUCATORS TRAINING NEEDS

100 %-Managing Student Behavior

45% to 100 %-

- Effective Instruction
- Building Self-Esteem
- Job Descriptions/Accountability
- Effective Communication
- Understanding Disabilities
- Computer-Assisted Technology
- Staffing Patterns
- Motivating Students

PARAEDUCATORS TRAINING NEEDS

40% or Less-

- Ethical Conduct
- Legal Issues
- Team Building
- Safety Issues/Emergency Proc.
- Monitoring Progress
- Stress Management
- Direct Instruction Techniques
- Child Development

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QUALIFICATION STANDARDS FOR PARAEDUCATORS

- Under the Supervision of Licensed or certified personnel with clearly defined roles

- School Districts define & clarify job roles/ responsibilities that address

  - Data collection

  - Implementation of Instruction & Curriculum

  - Behavior Management

  - Monitoring of Student Progress

PROFESSIONAL/ETHICAL STANDARDS

Record accurate anecdotal records

Display effective communication

Demonstrate assertive communication

Participate in district sponsored inservices

Take advantage of educational-training opportunities

Respect the Rights of students, families & staff (confidentiality)

Adhere to federal, state & district laws

Cooperate & support team concept

Follow & support school policies & procedures

Recognize and understand legal limitations of paraeducators

Paraeducators as interveners: Providing services for students 0-21 who are deaf/blind

Linda Alsop
SKI-HI Institute

Panel of Interveners
Utah Schools for the Deaf and Blind

Utah Schools for the Deaf and Blind
846 Twentieth Street
Ogden UT 84401
(801) 399-9631 (TDD & Voice)

SKI-HI Institute
Utah State University
Logan UT 84322-6500
(435) 752-4601 extn 236

Individuals who are deaf/blind have unique and challenging needs for support in order to be able to access information for learning and to be able to communicate with others. This presentation will describe these unique needs and explain how these needs can be met through services provided by paraeducators who are trained to be interveners in home, school and community settings. A panel of interveners representing different settings will share their experiences and perspectives.

***What is the basic function of an intervener?**

The basic function of the intervener is two-fold:

- To facilitate the access of information which is usually gained through vision and hearing, but which is unavailable or incomplete to the individual who is deaf-blind. This information is vital to all individuals for learning, personal development and interaction.

- To facilitate the development and use of receptive and expressive communicative skills by the individual who is deaf-blind.

This basic intervention process can go on constantly throughout the individual's routines and activities. Because this becomes a part of everything that the child is involved in, the intervener may have other responsibilities or roles in order to support the individual who is deaf-blind. These other roles may include:

- Basic care-giving
- Support during natural routines, i.e., eating, bathing, self-help activities, etc.
- Medical support efforts
- Job coaching

Even though the intervener may perform these other roles, this becomes a part of the process of information access and communication development.

***How is an intervener different from an interpreter?**

An intervener does do interpreting, but he or she also is responsible to give both visual and auditory information. The intervener is also accountable for some decision making in terms of asking questions such as:

- Was the information presented in a form that the child could understand?
- Was the information clear and complete?
- Did the individual understand?
- Is repetition necessary?
- Is the pacing appropriate?

***Does the intervener take the place of the teacher?**

No, the teacher is in charge of the classroom and for all individual program development. However, the intervener will be doing some teaching since he or she will be communicating information, evaluating the individual responses, and making the adaptations necessary to facilitate the designated learning.

***Will the intervener create dependency on the part of the individual who is deaf-blind?**

Since we are all dependent on information in order to function, the individual who is deaf-blind will be dependent upon being able to access information. The intervener is trained to facilitate this access, while at the same time promoting opportunities for the individual to problem solve, make decisions and choices, and interact fully with others. With proper training the intervener becomes a bridge to the world, not a barrier.

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THE CLASSROOM INTERVENER
POLICIES & PROCEDURES

The INTERVENER will be dependable and punctual.

The INTERVENER will maintain confidentiality at all times.

The INTERVENER will be responsible to the hiring agency (USDB or School District) and will maintain a professional relationship with respect to both USDB and the school district in which he/she works. The Intervener will work within the system rather than against it.

The INTERVENER will complete a brief weekly report to be shared with his/her Deafblind Consultant. This report may include great discoveries, ponderous questions, nagging problems, plain what-happeneds, boring moments, etc. The teacher will need to read and sign this record before it is sent to the Consultant.

The INTERVENER hired by USDB will complete Time Sheets to be sent every two weeks to the DeafBlind Services Division of USDB in the envelope provided.

The INTERVENER will maintain contact with the Deafblind Consultant for training and technical assistance.

The INTERVENER will attend the training sessions held for one or two days each month. Generally, on these days the student will be without one-on-one intervention unless provided for within the classroom by Teacher and Aides.

If the INTERVENER is absent, he/she should call the classroom teacher.

The INTERVENER will not work on days that the learner is absent. However, it may be useful to the Intervener to use some time during the learner's sick day to prepare materials. If there are extended illnesses home service may possibly be negotiated according to District policies.

The INTERVENER will use preparation time as individually determined with the teacher and the Deafblind Consultant.

The INTERVENER may have questions about the Teacher's program or techniques. These problems can be discussed with the Teacher or with the Deafblind Consultant who can then discuss them with the teacher.

The INTERVENER will - with the help of the Teacher and the Deafblind Consultant - embed each activity with the appropriate IEP goals. These goals were written for the child by the team of service providers. The Intervener will work with the team to coordinate the goals of the various disciplines.

The INTERVENER will work one-on-one with the learner with deafblindness. During time the student is scheduled with the teacher the Intervener may observe, may assist, or may do preparation.

The INTERVENER will help facilitate interactions between the learner with deafblindness and the teacher and/or other students.

The INTERVENER will defer to the Teacher or Deafblind Consultant for contacts with the Parents or requests for support from other service providers (e.g. OT, PT, SLP).

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Reading with strategies

Jan Thorpe
Granite School District, UT

Granite School District
Crestview Elementary School
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Salt Lake City UT 84124
(801) 273-2040

This presentation is based on the premise that teaching children to become strategic and independent learners can empower them in the classroom. A reading program will be discussed which serves as a vehicle for teaching children to use strategies and other independent learning skills. The strategies emphasized in the Reading with Strategies curriculum helps students become more fully engaged in the reading process, thus improving their ability to read accurately and comprehend the material. Participants will have hands-on experiences with targeted strategies.

The Paraeducator and Strategic Learning

Oftentimes, we think of the major role of the paraeducator as that of "tutor" or "assistant". While this is a valid function, we need to see that students are not helped so much that they do not become independent in the learning process. Concentration needs to focus on helping students learn to (1) listen to the speaker; (2) ask questions; (3) use cues and strategies; (4) monitor work and behavior; and (5) set and reach goals.

Below are some suggestions of how the paraeducator can reinforce the above strategic behaviors in children:

1. ***Review*** with the student, when needed, strategies that have previously been introduced.

2. ***Implement*** a system where the paraeducator reinforces the student for using strategies, such as visualization, verbalization, chunking, and tracking.

3. ***Reinforce*** the student when he/she transfers the use of a strategy from one skill or content area to another.

4. ***Acknowledge*** the student's use of a cue to help him/her recall information or how to execute a skill. Ask the child tc verbalize how using that particular cue helped in work completion.

5. ***Prompt*** students to use particular cues or strategies until it has become a "habit" with them, or as needed.

6. ***Encourage*** the student to verbalize why his work and/or behavior meets or does not meet set criteria for acceptability.

7. ***Demonstrate*** to the student how certain strategies can be used in more than one area of learning.

During the above situations and opportunities for practice of strategic learning, the paraeducator cna provide the prompts and feedback required for generalization.

Positive behavior management in the classroom

Sheral Schowe
Brooke Holyoak
Granite School District, UT

Truman Elementary School
4639 South 3200 West
West Valley City UT 84119
(801) 964-4243

Specific strategies and techniques to take charge, stay in control and be a positive influence for students will be discussed. Participants will be provided specific examples of positive reinforcement of students, learn how to avoid coercion and manipulation, and how to motivate students to achieve more.

GRANITE SCHOOL DISTRICT
TRANSITION INTERVENTION PROGRAM
Truman Elementary School

The TIP Project is a nine week intervention program for first through sixth grade students with behavior disorders, their parents, and regular classroom teachers.

The purpose of TIP is to assist the student in becoming behaviorally and socially successful in school, at home and in the community, and make a smooth transition back to the regular classroom of his or her home school.

The approach of TIP is holistic, in that each major influencing factor in the student's life is involved in his/her behavior change: The student, the parents, and the home school staff, particularly the regular classroom teacher.

The components of TIP are:

The Student

1. Help the student identify specific behavior which prevent him/her from achieving success in school academically and socially.
2. Provide a nine-week classroom experience for eight students to learn and practice effective social skills, classroom skills, self management skills, and academic skills. (Three nine week sessions are held each school year with two classrooms each session. One classroom serves first through third grades, the other serves fourth through sixth grades.)
3. Assist the student in successfully transitioning back to the regular classroom of the home school.
4. Provide ten to fifteen weeks of tracking for the returning student and his or her home school. The tracker visits the student's home school for one hour each week on a consultation basis to provide support to the regular teacher, reward the student's success or give encouragement, and offer suggestions of behavioral and academic interventions to the school's special education team.

The Parent

1. Help the parent identify the behaviors of the student which seem to interfere with success at school and with successful social interactions in the home and community.

2. Develop a behavior intervention plan with the parent(s) with goals and objectives for successful behavior change in the school and home.

3. Provide nine parent education classes, one each week during the student's enrollment in the TIP classroom.

The Teacher

1. Help the regular classroom teacher identify the specific behaviors which interfere with the student's learning and social success in the school and interfere with the teacher's ability to successfully teach the student and the entire class.

2. Develop a behavior intervention plan which addresses three target goals to be achieved by the student over a nine week period.

3. Provide opportunities for the teacher to observe effective teaching strategies in the TIP classroom by providing a substitute for his/her class.

4. Provide In-service training in behavior management, social skills, and teaching strategies. Classes are held during the school day, with the provision of a substitute for the teacher's classroom.

5. Provide ten to fifteen weeks of tracking and consultation to assist the teacher with specific ideas to help the student succeed and the teacher effectively teach.

The Mechanics of the TIP project include:

1. Staff - one full time, certified teacher with training and experience in behavior management for each classroom. One contract paraprofessional in one classroom, one hourly paraprofessional for the other classroom. The contract assistant also rides the bus. One hourly tracker for both classrooms.

2. Facilities - Two classroom (relocatable buildings) equipped with students desks, two teacher desks, telephone, time out booth, work tables, computers, storage space, and a security system for one of the classrooms to facilitate parent education classess held in the evening.

3. Transportation - provided by the school district from students' homes throughout the district to the TIP classroom.

4. Curricula - SRA direct instruction materials provided by the school district. Other materials by publishers such as Sopris West are purchased through an annual budgetary allocation of $500 per classroom.

5. Donations - of incentives are solicited and acquired from many local businesses. Food items, toys, and supplies are contributed to each classroom through an on-going relationship in the community.

How to be an effective paraeducator

Cherylann Feraco
Granite School District, UT

Truman Elementary School
4639 South 3200 West
West Valley City UT 84119
(801) 964-4243

A sense of humor and a positive attitude are the keys to success as a paraeducator. This presentation will provide techniques, ideas and suggestions on how to be most helpful in the classroom. This will include: how to be an effective paraeducator, questions you need to ask, know what your teacher's expectations are, what to do when the teacher is teaching, a demo of proper ways to assist student and teacher, and how to maintain control when the teacher is not in the room.

[Further details of this session can be obtained directly from Cherlyann Feraco.]

Teaching respect through role modeling

Ann Kirts
Lorraine Nichols
Granite School District, UT

Redwood Elementary School
2650 South Redwood Road
West Valley City UT 84119
(801) 481-7240

RESPECT - The key to making your program work. Strategies for respecting children's individuality, respecting and assisting parents, and respect within the teaching staff will be presented. With the attitude of respect, all goals can be attained and problems solved with positive results.

[Further details of this session can be obtained directly from Ann Kirts or Lorraine Nichols.]

Being a pro-active paraeducator: Working with your supervisor

Jill Morgan
Betty Ashbaker
Utah State University

Candy Larsen
Sharon Durrant
Preston School District
Preston, Idaho

Center for Persons with Disabilities
Utah State University
Logan UT 84322-6820
(435) 797-7020
Fax: (435) 797-7017
e-mail: jmorgan@cc.usu.edu

This presentation will offer practical training in enhancing paraeducators working relationships with your supervising teacher, whether you're closely supervised or work without direct supervision. Through discussion, video presentation and worksheets, participants will examine their preferred working styles, and your teacher's, and how they impact working together. Come and join us!

Work and Communication Styles

Complete the left hand side of this worksheet first, by circling a number from 1 to 5 indicating whether each of the statements is most (5) or least (1) like you, or something in between. When you have completed the left-hand column for yourself, get together with your team member (your supervisor or the person you supervise) and have them complete the right-hand column. Then compare numbers to see how close your preferences are. Where there are large discrepancies (e.g. you mark a 5 and the other person marks a 1), you will need to discuss the item and agree on how you can best work together so that both of your needs are met.

Not like me				**Most like me**		**Not like my team member**				**Most like my team member**
1	2	3	4	5	I like close supervision	1	2	3	4	5
1	2	3	4	5	I like flexible schedules	1	2	3	4	5
1	2	3	4	5	I like precise expectations	1	2	3	4	5
1	2	3	4	5	I like to try new actvities independently	1	2	3	4	5
1	2	3	4	5	I like taking on challenges	1	2	3	4	5
1	2	3	4	5	I like punctuality	1	2	3	4	5
1	2	3	4	5	I like frequent feedback	1	2	3	4	5
1	2	3	4	5	I like problems to be out in the open	1	2	3	4	5
1	2	3	4	5	I like to think things through for myself	1	2	3	4	5
1	2	3	4	5	I like a quiet place to work with no distractions	1	2	3	4	5
1	2	3	4	5	I don't like others to interfere with my responsibilities	1	2	3	4	5
1	2	3	4	5	I like to be spoken to softly	1	2	3	4	5

Adapted from *Building Team Pride: Paraeducators and Teachers Working Together.* by M.J.Emery (1991) Columbus, OH: University of Missouri.

Betty Ashbaker & Jill Morgan, CPD - Utah State University, Logan UT 84322-6820 (801) 797-7020 e-mail: jmorgan@cc.usu.edu

Being a Pro-active Paraeducator: Working with your Supervisor

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- Be aware of the strengths and preferences of the people you work with. Some people prefer to have things written down - or even if they don't state this as a preference, you may find that they don't remember as well if you don't write things down for them. Others need to have things explained several times. This applies to supervisors and service delivery staff.

- Where several people share a role or work together on a particular assignment, it is useful to keep a binder with papers and information relating to the assignment in a place which is accessible for everyone concerned.

- If something is not done the way you expected, before you question the person involved, ask yourself: Did I give clear directions? or Did I misunderstand what was to be done?

- Identify other units you coordinate with as part of your job, and decide how you will communicate with them - how often, in what format, and for what purpose?

- Be honest with the other adults you work with. If you don't understand, or know the answer to a question, say so. If you don't agree with something, and you feel it is not in the consumer's best interest, then express your disagreement. You bring another perspective which can be helpful.

- Be supportive of other adults you work with. If you have cause to disagree, do it privately and in an appropriate manner.

- Be sure that you have a clear idea of what you wish to accomplish before you share ideas and ask for suggestions from other adults you work with, but keep an open mind, as their suggestions may warrant changes to your original plans

- Be aware of how you speak to other people. Matching their tone of voice, rate of speech, and choice of vocabulary helps to build rapport and make others feel that they count and are respected.

Betty Ashbaker & Jill Morgan; USU, Logan UT

A crisis... Now what?

Shelly Davis
AnnaLee Hansen

'Safe Schools' Project
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111

What should the response be when you are in the midst of a crisis which may result in a Safe Schools referral? This session will discuss the A (Antecedent), B (behavior) and C's (consequences) of conflicts.

[Further details of this session can be obtained directly from Shelly Davis or AnnaLee Hansen.]

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Yes, you can get there from here: Building bridges

Jeff Rydalch
ChiKay Cole
Granite School District, UT

Hilda B. Jones Center
382 East 3605 South
Salt Lake City UT 84115
(801) 268-8585

Transition doesn't have to be such a rough road. Participants will learn constructive methods for tearing down the barriers that detour progress from high school to secondary opportunities. Learn how to develop road maps for students enabling them to access the bridge towards successful employment and independent living. You CAN get there from here ... without road rage!

[Further details of this session can be obtained directly from Jeff Rydalch or ChiKay Cole.]

An invisible agitator: How difficulty in processing sensory input can cause disruptive behaviors in school-age children

Peggy Chadwell
Mona Oversteg
Weber School District, UT

Canyon View Elementary School
1100 Orchard Avenue
Ogden UT 84404
(801) 626-2516

This presentation will increase the participants' awareness of sensory factors that may increase undesirable behaviors in children with disabilities. Difficulty in processing various kinds of sensory input can lead to some of the behaviors educators try to modify such as refusal to cooperate to self-abusive behaviors seen in s\children with severe disabilities or autism. This session will examine various calming or stimulating techniques, activities and environment modifications.

Sensory Integration

Sensory integration is the organization of sensation for use. Our senses give us information about physical conditions of our body and the environment around us. Sensations flow into the brain like streams flowing into a lake. Countless bits of information enter our brain at every moment, not only from our eyes and ears, but also from every place in our bodies. We have a special sense that detects the pull of gravity and the movements of our body in relation to the earth.

The brain must organize all of these sensations if a person is to move and learn and behave normally. The brain locates, sorts, and orders sensations - somewhat as a traffic policeman directs moving cars. When sensations flow in a well organized or integrated manner, the brain can use those sensations to form perceptions, behaviors, and learning. When the flow of sensations to disorganized, life can be like a rush hour traffic jam.

An analogy of a computer can be used to describe sensory integration [Fig. 1-1]. To write a letter, information is typed into a computer (input). The computer processes information and a hard copy of the work (printed piece of paper) can be produced (output). When an error is detected in the letter, one possibility is that the information was typed incorrectly (input). If no error is found here, one might conclude that the cause of the error was in the internal processing of the computer.

Similarly, a parent or a teacher may observe problems in a child's attention, motor coordination, impulse control, activity level, or ability to experience, learn, and interact with the environment (output). An occupational therapist can asses the child for sensory integration difficulties in an attempt to determine how the child's brain is processing input from what he sees, hears, touches, tastes and smells. They also assess how movement and gravity are experienced (input).

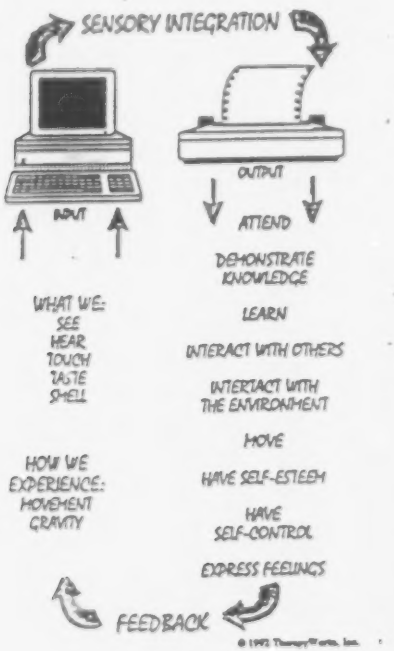

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Figure 1-1.

Protective Responses of the Nervous System

When adults are concerned about a student's behavior, one possible cause to consider is the nervous system's response to sensory information. Behaviors that seem out of proportion to a situation)such as hitting, crying, or running away) may actually be protective responses of the brain. Protective responses are automatic and are elicited without cognitive thought. The protective responses that we will discuss are sensory defensiveness and flight, fright or fight reactions.

Sensory defensiveness is simply an over activation of out protective senses. These individual's nervous systems may be overly sensitive to loud noises, excessive amounts of visual input, unexpected touch, certain types of movement, unsteady surfaces, and certain types of foods, textures, tastes, and smells.

Consider how a person lost at night in an unfamiliar city might react to hearing sudden footsteps and feeling a touch on the hand. The brain would receive messages from the auditory and tactile systems and make connections to several other parts of the brain. A message would then be sent to the autonomic nervous system preparing the body to protect itself. For example, the person may begin to breathe quick shallow breaths. The blood supply would react in an automatic way with either a **flight, fright,** or **fight** reaction. The person responding in a flight reaction might run away. A fright reaction might cause the person to freeze and not move. In a fight reaction, the person might lash out and hit or kick. All these responses are appropriate when personal danger is perceived.

If a child is standing in line at school and is touched from behind, however, it is not appropriate to react by hitting, running away, or crying hysterically. What happens ant this point? The teacher approaches and says, "You know the rules! Why did you hit another student?" The child is not able to say, "I do know the rules, but my brain perceived personal danger in response to this sensory input and decided, in error, to send messages to my autonomic nervous system to prepare my body to go into flight, fright, or fight for protection."

A flight, fright, or fight reaction can occur in more subtle ways. In a fight response, one might not physically hit but rather verbally fight by refusing to participate in an activity, by being irritable or by saying "NO!" Instead of running away, a subtle slight response may be seen in a child turning away from an activity that the body interprets as dangerous. I a fright response, a child may say "I can't", cry, or express fear in a way that seems to be out of proportion to the situation. It is, however, in proportion to how the child perceives the sensory input.

Obviously, not every child who hits, runs away, or cries is experiencing sensory defensiveness or a flight, fright, or fight reaction, but any nervous system will respond to protect the body if the brain's *perception* is that of danger. To an observer, this reaction may seem extreme, but the brain's first priority is to protect the body. Therefore, a real threat or perceived threat (based on present or past experience) is handled in the same way. A perceived threat is *real* to the perceiver, and it needs to be honored as his or her truth.

Many behaviors of people with autism, mental retardation and some types of brain injuries seem strange, but many are reactions to distorted or overly intense sensory input. Observation of the behaviors can provide clues to underlying sensory problems which can in turn help us as educators design more effective behavioral programs.

TACTILE

OBSERVATIONS	INTERVENTIONS
• Withdraws from touch, dislikes being hugged • Sudden touching or bumping causes hitting or other aggression • Oversensitive, resistive to change • Oversensitive skin, shampooing may hurt, underwear is scratchy like sandpaper, labels in clothing can be very irritating and distracting • May touch everything as it is their most reliable source of information. Touch gives them boundaries to the objects • Craves pressure stimulation - crawl under mattresses, wrap up in blankets, or wedge themselves in tight places • Avoidance, says "I can't " to most things, especially new activities • Engages in self hitting or biting - sensory sensations are so disordered they may not realize they are hitting themselves • Twists or plays with hair • Engages in lots of oral motor play - puts hands in mouth all the time or chews on pencils or toys • May feel low intensity pain that is relieved by deep pressure stimulation	• Use deep firm pressure - light touch can trigger fear in a disordered nervous system, or it can feel like a tickle and be irritating • Allow the student to initiate touch - it is easier to tolerate if they initiate it as it may give them time to process the information • Approach students from the front and warn them before you touch them • Use weighted vests or objects that give deep proprioceptive input (input deep into joint receptors) • Set up quiet corner in the room with bean bags, body pillows and heavy blankets where the students can seek out the input they need • Allow the child to determine the type, duration and frequency of input • When standing in lines, allow the child to be either at the front or back of the line to reduce the accidental bumping • Encourage parents to buy soft clothing that covers most of the child's body, but try to get the child to play on the carpet or grass in shorts • Encourage frequent contact with different textures covering equipment • Allow manipulation of resistive materials such as pulling on rubber tubing, playing with playdoh, digging in dirt, squeezing out sponges, or chewing on gum • Before academics, use gross motor activities that include heavy pressure, rough and tumble play or push-pull play

VISUAL

OBSERVATIONS	INTERVENTIONS
• Fluorescent lights bother some students because they can detect the 60-cycle flicker • Problems with flickering can range from excessive eyestrain to seeing the entire room pulsate • Difficulty going down stairs because of poor depth perception • May have normal eye exam as far as acuity goes, but have difficulty processing the information with their brain • Autistic children may repeatedly move their fingers in front of their eyes in strange movements because of the shadows and reflections it produces • Decreased eye contact may be a result of intolerance of other's eye movements • Minor sensory processing problems heighten attraction to certain stimuli while a greater deficit may cause the person to fear that stimuli • Severe visual processing problems may make vision the most unreliable sense • May use peripheral vision better than central vision • May have good pattern recognition but poor face recognition • Close or cover eyes during "listening" tasks	• Depending on level of severity, either limit visual distractions or use brightly colored visual stimuli • Avoid fluorescent lighting if possible • Don't force eye contact • Recognize that some people need to reduce visual stimuli in order to attend to "listening" tasks • Wear sunglasses or hats if sunlight hurts their eyes. Sunglasses may help inside too if school lights appear to bother them.

AUDITORY

OBSERVATIONS	INTERVENTIONS
• Difficulty filtering out background noise • Tantrums from being tired or stressed out by too much noise • Difficulty hearing or understanding speech because of background noise - their ears are like microphones picking up all sounds equally • Unable to listen to more than one person talking at a time • Inconsistent volume controls • Loud noises cause pain like a dentist's drill hitting a nerve • High pitched shrill noises made by electric drills, blenders, saws, vacuum, etc. are the most disturbing to children with autism • Echoes in gyms or bathrooms are difficult to tolerate • Kinds of disturbing sounds vary from child to child. Some kids love the vacuum cleaner while some fear it • Some children appear to be deaf, responding to some sounds but not others • Appears to ignore verbal directions when visually active with a project	• Minimize auditory distractions as much as possible • Speak slowly to accommodate nervous system that processes information slowly. Give only one command at a time with at least 10 seconds to respond before giving another. • Protect student from visual stimuli that causes overload. They hear best in quiet dimly lit rooms without fluorescent lights or bright wall decorations • Echolalia shouldn't always be discouraged, the student may be repeating the word to verify that he heard it correctly • Avoid, or at least anticipate what noisy environments will do to the student • Try earplugs for environments that can't be avoided (i.e. the bus to and from school) • Have only one person at a time talk to the student • Monitor inclusion environments for auditory stressors. For example, open classrooms with 30 kids doing 10 different activities may not be conducive to good behavior for the student • Recognize that some children need to shut out auditory stimulus n order to attend to a visual task

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SMELL/TASTE

OBSERVATIONS	INTERVENTIONS
• Many autistic people like to smell things as smell may provide more reliable information about their surroundings than either vision or hearing • Some remember people by smell • Many children are finicky and will eat only certain foods because they are unable to tolerate the taste, texture, smell, taste or sound of food in their mouths • Foods with strong odors or tastes can overpower an overly sensitive nervous system • May resist activities because of the smell (e.g., won't walk on grass because of the smell)	• Some feeding issues such as poor tolerance of textures may be remedied through a feeding program designed by an occupational therapist • Try having the child suck thick liquid through a straw or chew on foods to reduce oral tactile defensiveness • If the child does not like to get his hands dirty, try wrapping hand held foods with a napkin or small paper tower (e.g., ribs, chicken drumsticks, popsicles,etc.) • Experiment with different types of eating utensils - metal, plastic, or rubber coated. • Slowly add texture to favorite foods (e.g., cookie crumbs in ice cream or yogurt) • If the child is a picky eater, try to determine if texture is a factor. For example, the child will eat a baked potato but not mashed potatoes. Experiment with different textures of foods. • Sucking helps decrease oral hypersensitivity in some children. Try having the child suck on a washcloth dipped in fruit juice or suck peanut butter off a honey dipping stick. • Deep touch pressure to the inside or outside of the mouth prior to eating may decrease hypersensitivity. Provide pressure to the roof of the mouth with your thumb and rub firming around the mouth and cheek with a washcloth. Do not force this if the child resists. • There are limited interventions for some of these behaviors, but just recognizing why some of them occur with help both the child and the teacher or caregiver

BEHAVIORAL

OBERVATIONS	INTERVENTIONS
• Difficulty in orienting or focusing attention, very distractible	• Engage child in "heavy work" which includes resistive activities such as carrying or pushing heavy boxes or furniture, pulling on rubber tubing, or chewing gum
• Objects to change in routine	
• Lethargic or overly active	• Placement or seating arrangement is very important for really distractible kids. Try to limit distractions by having him at the front of the class close to the blackboard so he doesn't see all the other kids constantly
• Difficulty generalizing information from one situation to another	
• Unable to complete a routine if one step is interrupted, causes anxiety	• Application of deep pressure either by adult or by using weighted vests or objects
• Behavior can be like "tripping a circuit breaker" - they are fine one minute and the next minute they are on the floor kicking and screaming like a crazed wildcat. This behavior is not necessarily related to the last antecedent but is a cumulative result of overstimulation in general	• Provide structured routines in an environment with decreased stimulation
	• Teach tasks in many different situations and environments. Avoid using the same set routine when teaching tasks
• Can go into total shutdown if they become overstimulated	• Allow lots of opportunities for vestibular input if they seem to crave this. Swinging, playing on merry-go-rounds, or rocking in rocking chairs are socially acceptable methods of getting this input
• Engage in repetitive, stereotypical movement pattern or spin objects as an escape from an overwhelming world.	
• May rock non-stop to give themselves vestibular input they crave	• Monitor stimulation level and engage them in calming activities <u>before</u> total shut down or a tantrum occurs
• Puberty intensifies all these sensory distortions and behaviors may worsen significantly	• Massage or rub with lotion, terry cloth, paint brushes, etc. Allow the child to be in control of this and do not force them to participate
• Many autistic people have difficulty reading or recognizing facial expressions	• Do not rely on facial expressions to convey your displeasure with a student - verbal reprimands are required if necessary
• Many children with autism hold pets too tightly and often play with others too roughly. They lack the ability to empathize or "put themselves in another's shoes"	• Use pet therapy or expose children to pets on a regular basis to teach gentle touching. Gentle touching teaches kindness.

Bag of tricks: Making your time count

Donna Lee Trease
Davis School District, UT

Oak Hills Elementary School
1235 East 600 South
Bountiful UT 84010
(801) 299-2012

This presentation will provide instruction on how to create a "bag of tricks" to teach the core curriculum. Discover the current trends in teaching core skills and how to make and create projects.

[Unfortunately this presentation had to be cancelled. Details of the proposed session can be obtained directly from Donna Lee Trease.]

Reading for All Learners

Penny Hansen Findlay
Utah State University

Center for Persons with Disabilities
Utah State University
Logan UT 84322-6800
(435) 797-7019
Fax: (435) 797-7017

What is the Reading for All Learners program and what makes it such a successful tool for teaching reading? Take a look at the program, its instructional strategies and how they relate to research on reading, and find out how it is being used by parents, paraeducators, and teachers.

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Reading for All Learners

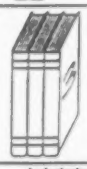
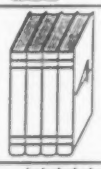
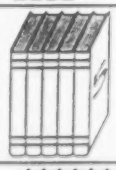
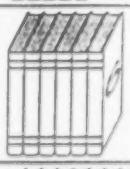
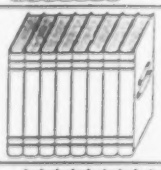
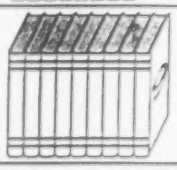
The *Reading for All Learners* program is designed to assists parents, tutors, paraeducators, and teachers in presenting reading in an easy-to-learn format. A series of 150 "little books," ranging in difficulty from kindergarten to mid-third grade is the key to the program. These "little books," can be used in both the classroom and at home. They move beginning readers through a well-defined, high success learning sequence that includes sounds, word-attack skills, story reading, and comprehension. This learning sequence builds confidence in reading and makes learning to read fun and rewarding. Each "little book" is built around a delightful story with pictures that support the story being told. Instructions throughout the books make the process of teaching reading easy for anyone.

The reading program is currently being used with the following audiences or in the following ways: (1) in regular elementary classrooms, (2) with ESL programs, (3) with elementary at-risk populations, (4) in elementary resource classrooms, (5) in elementary self-contained multiple disability classrooms, (6) in middle school learning disabilities and communication disorders classrooms, (7) in alternative format (braille) for use with blind or severe visually impaired, (8) enlarged format with mild to moderate visually impaired, (9) with moderate to profound hearing impaired, (10) in a variety of home environments, and (11) in a range of adult literacy programs.

The *Reading for All Learners* program has been extensively field tested and revised based on (a) the program's effect on a wide range of learners and (b) the extent to which the program can support a wide range of instructors in different settings. Research summaries are available on request (see bottom of enclosed order form).

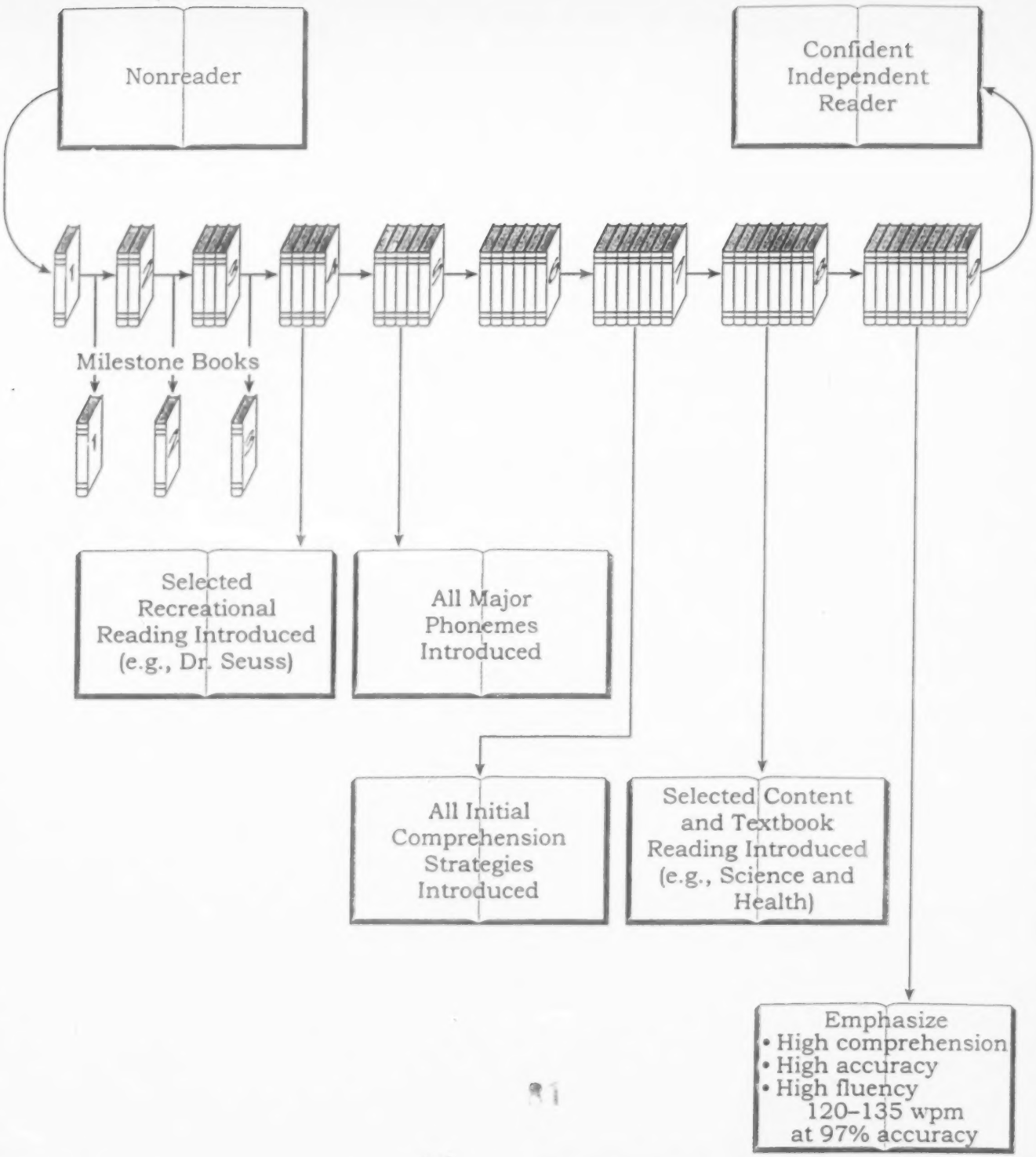
The *Reading for All Learners* program has been adopted by school districts in several states.

9 Sets of "Little Books"

Set	Books	Approximate Grade Level
	26	K – 1.3
	26	1.2 – 1.6
	21	1.2 – 1.6
	14	1.6 – 1.9
	18	2.0 – 2.3
	14	2.3 – 2.6
	12	2.6 – 2.9
	10	3.0 – 3.3
	8	3.3 – 3.5

Reading for All Learners

The Curriculum Sequence: A Summary



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